

Section 4: Participant Satisfaction Tool

Purpose

Satisfaction data provide insight regarding participants' reactions to a curriculum and what they learned. Satisfaction data can be used to gauge what aspects of your curriculum are working well and what areas could be strengthened.

Overview of Steps for this Tool

To use this tool, you will need to:

1. Select the population/decide who you will survey
2. Create your participant satisfaction tool (see the collection of sample items in Appendix 4A for help)
3. Collect 50 to 100 participant satisfaction surveys from the population you have selected
4. Score participants' responses and summarize the data
5. Interpret the data and discuss potential program changes based on the data
6. Report your findings.

Materials for this Section

- Collection of possible participant satisfaction items (Appendix 4A)
- Sample Participant Satisfaction Tools (Student and Teacher) (Appendix 4B)
- Participant Satisfaction Tool Template (Appendix 4C)
- Sample of Participant Satisfaction Tool Summary (Appendix 4D)

Step

1 Select the Population

Define the Population

You can collect satisfaction data from all participants, or you may want to focus on just a portion of the participants you reach. Here are some factors to think about as you define the population from which you want to collect satisfaction data:

- *Are you working with a population you haven't worked with before?* If yes, you may be interested in assessing their reaction to your curriculum since it hasn't been implemented with them before.
- *Are you implementing a new curriculum?* If yes, you may be interested in assessing the reaction of the population that is participating in your new curriculum since it hasn't been implemented before.
- *Are you implementing your curriculum in a variety of different settings?* If yes, you may want to collect data from participants in each setting to determine whether participants' reactions differ depending on where it is taught.
- *Is your curriculum being implemented by a variety of educators?* If yes, you may want to collect data from participants who are being taught by each educator to determine whether participants' reactions vary depending on who taught the curriculum.

Decide How Many Participants You Will Collect Data From

There is no magic number of surveys that are needed to assess participants' satisfaction with your curriculum. If you collect data from too few people, their views may not be representative of other people receiving the curriculum.

You could collect data from everyone, but if you reach a lot of people it will require resources that could be used elsewhere. When you reach a lot of people it is better to identify a sample of participants to survey.

- For the purpose of the Local CPI Evaluation, we recommend you collect participant satisfaction data from at least 50 participants.
- If possible, it is best not to administer your satisfaction survey with the same participants who are completing the statewide pre/post survey. This will reduce the survey burden for these participants.

If you collect data from a sample of participants, be sure to sample randomly. Here are some ways to pick your sample:

- Collect data from every other class or site in which your curriculum is implemented.
- Create a calendar or list of implementation that shows all the times you will implement your curriculum. Number the list. Write the numbers on scraps of paper and put them in a bag. Draw numbers from the bag. Collect data from the sites that correspond with the numbers you picked.

Summary

After completing this step, you should know who you will collect data from and about how many people/classes/sites will be asked to complete the tool. Ask yourself: *Why did I pick this population?*

Step

2 Create Your Satisfaction Tool

Define Areas to Measure

Next, you need to think about what kind of information you would like to collect from your participants. They are a valuable resource for you and can give you insights regarding your curriculum, including how it can be improved. Here are some common areas to assess:

- General reactions to the curriculum or teaching
- Reactions to program length
- Appropriateness of the curriculum for others
- Perceived curriculum impact (e.g., on expressing sexual limits or resisting pressure, communicating with others, etc.)
- Likelihood participants will use information and skills in the future
- Suggestions for curriculum improvement
- Reactions to clinical services

Identify Items for Each Area

We have created a list of possible items in these general areas (see Appendix 4A). You can use or modify items in Appendix 4A or create your own items. Be sure to pick items that would give you new insights or information that could help you strengthen your curriculum.

There is no set length for a satisfaction survey. It can be as short or long as you feel is appropriate for your setting and population.

Create your Participant Satisfaction Tool

After selecting your items, you need to put the items into a survey format. We have provided sample participant satisfaction tools in Appendix 4B to display how a survey might look. We also have provided a template with instructions that you can use to create your participant satisfaction tool (see Appendix 4C).

Adapt the Tool for Your Population as Needed

In some cases, you may want to modify your satisfaction tool to make it more usable with your population. If you are working with younger populations or populations with limited reading skills consider these adaptations:

- Use pictures rather than words for your answer choices on the survey.

Example: What did you think of the program?



- Read the questions out loud to the participants.
- Use an overhead projector to show the questions to the participants. Read each one out loud.
- Use fewer response choices (e.g., 3 instead of 5), and avoid open-ended questions that require a lot of writing.
- Interview participants and fill out the form based on their answers.

If you are collecting data in settings that have restrictions on using pencils. Here are some options for collecting satisfaction data in these settings:

- Give each participant a sheet of colored dots to use for marking their answers.
- Use crayons.
- Show questions on an overhead projector and have participants go to stations marked in the room with the different answer choices.

Summary

After completing this step, you should have a satisfaction tool you can use to collect data from the population you selected. Ask yourself: *Why did I pick these items?*

Step

3 Collect the Satisfaction Data

Make a Decision on Timing

You can collect satisfaction data at the end of your curriculum, after each lesson, or both. Here are some factors to think about as you are making a decision about when to collect your satisfaction data:

- It is most common to collect satisfaction data after implementing your entire curriculum. This gives participants a chance to react to the curriculum as a whole. If your curriculum was long, or it extended over multiple weeks, you may need to do a quick review of the entire curriculum before having participants fill out their forms.
- Some program facilitators find it helpful to collect limited satisfaction data after each lesson or after selected lessons (e.g., a new activity). Collecting data right after a lesson is particularly useful if you are pilot testing a new curriculum or activity because you capture participants' immediate reactions to the materials.

Select a Strategy for Satisfaction Data Collection

There are many different ways you can collect satisfaction data (refer to Table 1). Consider the following strategies that can be used for satisfaction data collection:

- Surveys
 - Satisfaction questions could be added at the end of an existing posttest survey.
 - A separate satisfaction survey could be developed. See SAMPLE Satisfaction Surveys in Appendix 4B.
- Interviews
 - You could collect satisfaction data through small-group interviews (focus groups).
 - You could collect satisfaction data by interviewing participants one-on-one.

- Verbal Assessment
 - The instructor could ask questions of the group out loud and:
 - record their answers on a flip chart page that is posted at the front of the room;
 - ask respondents to record their answers on a blank sheet of paper, noting the question number next to each of their responses; or
 - ask participants to go to stations in the room that are marked with the answer choices. He/she could then record the number of people standing at each station on chart paper.

Administering the Surveys

Here are a few guidelines for administering satisfaction surveys.

- Plan to administer the participant satisfaction survey during the last 5-10 minutes of a class or presentation; usually this will occur on the last day of your program.
- Tell the participants not to put their names on the survey (unless you need names for some reason).
- Encourage participants to be honest with their feedback. Emphasize that their feedback will help you make the program even better.
- If you plan to collect teacher satisfaction data about your program and/or education staff, be sure to include only teachers or other personnel who observed all or most of the program implementation, otherwise your data may not be valid.
- If you are in a clinic setting, clients could be asked to complete the survey after their visit.

Summary

After completing this step, you should have a strategy for collecting data from the population you selected using the satisfaction tool you developed. Ask yourself: *Is this the best strategy for my population?*

Table 1: Pros and Cons Associated with Strategies for Satisfaction Data Collection

Strategy	Pros	Cons
Participant Surveys	<ul style="list-style-type: none"> ▪ Easy to administer. ▪ Can include a relatively large number of questions. ▪ Appropriate for sensitive questions. 	<ul style="list-style-type: none"> ▪ May be more difficult for populations with limited reading skills.
Participant Focus Group Interviews	<ul style="list-style-type: none"> ▪ Can get in-depth information from participants. ▪ Can get a variety of perspectives during one discussion. ▪ Appropriate for a low literacy population. 	<ul style="list-style-type: none"> ▪ Can only include a limited number of questions. ▪ Participants may get off-track in their discussion. ▪ Less appropriate for sensitive questions.
One-on-One Interviews with Participants	<ul style="list-style-type: none"> ▪ Can get in-depth information from participants. ▪ Appropriate for a low literacy population. ▪ Appropriate for sensitive questions. 	<ul style="list-style-type: none"> ▪ Can only include a limited number of questions. ▪ Need to conduct many interviews to get a variety of participants' perspectives.
Verbal Assessment	<ul style="list-style-type: none"> ▪ Can get a variety of perspectives at one time. ▪ Appropriate for populations with limited reading skills. 	<ul style="list-style-type: none"> ▪ Can only include a limited number of questions. ▪ Less appropriate for sensitive questions.

Step

4 Score Participants' Responses (Data Analysis)

Scoring Question by Question

It is very important to take the time to analyze your survey data and reflect on how you might use the results to guide decisions on curriculum refinements. One way to analyze your data is to calculate the percentage of respondents that selected each answer choice. Here is an example of how you might do this.

Example: You Receive 5 Surveys.

- Question 1 has Four Answer Choices (a-d).
 - Four people answered Question 1; one person did not.
- Need to base the percentage of respondents that selected each answer choice on the 4 respondents that selected an answer to question 1.
 - Q1, answer choice a:
 - 2 respondents selected answer choice a.
 - $2/4 \times 100 = 50\%$ of the respondents selected answer choice a.
 - Q1, answer choice b:
 - 1 respondent selected answer choice b.
 - $1/4 \times 100 = 25\%$ of the respondents selected answer choice b.
 - Q1, answer choice c:
 - 0 respondents selected answer choice c.
 - $0/4 \times 100 = 0\%$ of the respondents selected answer choice c.
 - Q1, answer choice d:
 - 1 respondent selected answer choice d.
 - $1/4 \times 100 = 25\%$ of the respondents selected answer choice d.

Example: You Receive 5 Surveys.

- **Question 2 has Five Answer Choices (a-e).**
 - **Four people selected one answer to Question 2; one person selected two answers.**
-
- Need to base the percentage of respondents that selected each answer choice on the 4 respondents that selected only one answer to question 2.
 - Q2, answer choice a:
 - 1 respondent selected answer choice a.
 - $1/4 \times 100 = 25\%$ of the respondents selected answer choice a.
 - Q2, answer choice b:
 - 1 respondent selected answer choice b.
 - $1/4 \times 100 = 25\%$ of the respondents selected answer choice b.
 - Q2, answer choice c:
 - 1 respondent selected answer choice c.
 - $1/4 \times 100 = 25\%$ of the respondents selected answer choice c.
 - Q2, answer choice d:
 - 1 respondent selected answer choice d.
 - $1/4 \times 100 = 25\%$ of the respondents selected answer choice d.
 - Q2, answer choice e:
 - 0 respondents selected answer choice e.
 - $0/4 \times 100 = 0\%$ of the respondents selected answer choice e.

Additional Scoring for Questions that Have Answer Choices on a Scale

Example: You Receive 5 Surveys.

- Question 3 has Four Answer Choices – 1 (Poor), 2 (Fair), 3 (Good), 4 (Excellent).
- Four people answered Question 3; one person did not.

For items that have a three-option or five-option scale, you may want to calculate the average score for the scale in addition to the percentage who marked each option. Here is an example of how you might do this.

- Base the average score on the 4 people who selected an answer to question 3.
 - 2 respondents selected Excellent (4 points each).
 - 2 respondents selected Good (3 points each).
- Add the point values of the selected answers from all respondents.
 - 2 people (4 points) + 2 people (3 points) = 14
- Divide this total by the number of people who answered the question. People who skipped the question should not be counted.
 - 14 points divided by 4 people who responded = 3.50
- The maximum possible score of 4 points indicates a very positive reaction to the curriculum (Excellent).
- The minimum score of 1 indicates a negative reaction to the curriculum (Poor).

Scoring Using a Computer Program

You also can score your surveys using a database program (e.g., Excel or Access). These programs allow you to enter the responses for each participant and to calculate basic statistics (e.g., mean scores). Sites that have evaluation consultants can ask their consultants for assistance with data analysis if needed.

Summary

After completing this step, you should have your data analyzed so that you can begin reflecting on how you might use the results to guide decisions on curriculum refinements. Ask yourself: *What do these results mean?*

Step

5 Interpret Your Data

What do you look for?

When interpreting your data, you want to look for common patterns. Here are examples of the patterns you might observe and examples of satisfaction summaries you could write.

Data Summary Supporting Current Program Practices

Participants responded positively to your curriculum if a high percentage of them agreed with the positive statements about your curriculum, and if they provided high average scores on your three-option or five-option scale questions. For example:

- 90% of the participants report that they learned something new from your curriculum.
- Participants' average score on the five-point scale they used to rate your curriculum instruction was 4.25. Most rated the instruction as "Good" or "Excellent."

Data Summary Suggesting Areas for Improvement

Participants' answers suggest a need for improvement to your curriculum if a high percentage of them (i.e., 25% or more) disagreed with the positive statements about your curriculum, and if they provided moderate or low average scores on your three-option or five-option scale questions. For example:

- 25% of the participants reported that they did not learn something new from your curriculum.
- Participants' average score on the 5-point scale they used to rate your curriculum instruction was 2.25. Most rated the instruction as "Poor" or "Fair."

If you are seeing patterns that suggest a need for curriculum improvement, it may be helpful for you to talk to some of the participants to get more information about what they didn't like about your curriculum. Consider the following strategies to do this:

- You could conduct focus group interviews or one-on-one interviews with a few participants to better understand the data from your satisfaction survey and how you might improve your curriculum based on those data.
- Your staff could also discuss the satisfaction results as a group and compare them to results from some of your other local evaluation tools (e.g., curriculum content tools or curriculum implementation tool) to see if the results overlap in any way.

Reporting your results

Once you have summarized your results and thought about what they mean, you can begin to think about how to present your results to your program staff, school personnel, parents, and participants. Here are some ideas of ways you might want to report your data.

- Summarize the item-by-item results directly on the survey itself. Record the number of responses and calculate the percentages of each response option next to the survey item.
- Display key items using tables and charts.
- Summarize open-ended questions. Here are two possible ways to summarize: (1) Type the comments verbatim for each question and note the number of participants who expressed similar ideas or (2) Read through the comments for each item and look for common themes that categorize them (e.g., comments about structure, comments about content of lessons, etc). With either approach, you can use direct quotes to illustrate key points.

Summary

After completing this step, you should have a sense of what aspects of your curriculum are working well and what areas could be strengthened. Ask yourself: *What changes can I make to make my curriculum even better?*

Step

6 Report Your Findings

March 31

By March 31, submit the following to your Evaluation Liaison:

1. Blank copy of the participant satisfaction tool you developed and got approved by your OFP Consultant and Evaluation Liaison.
2. *Draft* summary of your CPI results. The summary should address the following questions.
 - Who was involved in developing the satisfaction tool?
 - What process was used to develop the tool (e.g., did your site work as a group)?
 - Who was involved in implementing the tool?
 - Who completed the tool – describe the survey sample.
 - What did you learn from the satisfaction tool data you collected – describe the results and include a tally sheet of the results for each question on your satisfaction tool.
 - What changes are you most likely to make based on what you learned from the satisfaction tool data you collected?
3. Completed CPI Feedback Form (see Tool Kit Attachments).

You will receive feedback from your Evaluation Liaison on the draft summary of CPI results that you submitted. Incorporate his/her feedback as soon as possible.

May 1

By May 1:

Submit a revised summary to your Liaison.

Include a copy of the participant satisfaction tool you developed and a final version of your CPI summary with your May 1 PROGRAM UPDATE Sheet.

Table of Contents:

Collection of Participant/Client Satisfaction Items

Directions: Below is a collection of possible items that can be used on a participant/client satisfaction tool. You can use any of the items as they appear or modify them to better meet the needs of your CCG, I&E, or MIP program. **When creating your tool, you can use as few or as many items as you want. You can also create your own items.**

The collection of possible items is divided into the following three parts:

	Page #
Part A: Potential Items for Student/Participant Reaction to Program	4A-2
The items in Part A could be used or modified for use on a survey for program participants. Items that address the following areas are included in Part A.	
• Demographics	4A-2
• General Reactions to the Program	4A-2
• Reactions to Class/Program Length	4A-4
• Appropriateness of the Program for Other Students Their Age	4A-4
• Program Impact on Learning Anything New/Important	4A-5
• Program Impact on Understanding/Comfort/Communication re: Body Changes	4A-5
• Program Impact on Expressing Sexual Limits/Resisting Pressure	4A-6
• Program Coverage/Impact on Understanding,/Comfort/Communication re: Condoms/Birth Control	4A-7
• Program Impact on Communication with Child (Parents Only)	4A-8
• Program Exposure	4A-8
• Suggestions for Improvement	4A-8
• Likelihood Will Use Information Provided in Program	4A-9
• Teacher Qualities	4A-9
Part B: Potential Items for Teacher Reaction to Class/Program	4A-10
The items in Part B could be used or modified for use on a survey for teachers in the classrooms in which your presentation is delivered.	
Part C: Potential Items for Client Reaction to Clinical Services	4A-12
The items in Part C could be used or modified for use on a survey for clients in clinic settings. Items that address the following areas are included in Part C.	
• Knowledge of Clinic/Referral Type/Access	4A-12
• Type of Services Received	4A-13
• Clinic Environment	4A-14
• Interactions with Clinic Staff	4A-15

Collection of Participant Satisfaction Items

Note: This is a collection of possible items that can be used on a participant satisfaction tool. You can use any of the items as they appear or modify them to better meet the needs of your program. When creating your tool, you can use as few or as many items as you want.

Part A: Potential Student/Participant Items

The items in Part A could be used or modified for use on a survey for participants.

Demographics

Are you a boy or a girl?

Boy

1

Girl

2

Gender:

Male

1

Female

2

In what grade are you?

9th grade

10th grade

11th grade

12th grade

Other

How old are you?

**14 years old
or younger**

15 years old

16 years old

17 years old

**18 years old
or older**

How do you describe yourself?

American Indian

1

Black/African American

2

White

3

Hispanic/Latino

4

Asian

5

Other

6

How long have you been in the United States?

I was born in the U.S.

1

Less than one year

2

One to three years

3

Four to six years

4

More than six years

5

General Reactions to the Program

What did you think of the program?

Very Poor

1

Poor

2

Good

3

Very Good

4

Excellent

5

Overall, what did you think of today's program?

Very Poor

1

Poor

2

Good

3

Very Good

4

Excellent

5

Overall, how would you rate the program?

Very Poor
1

Poor
2

Good
3

Very Good
4

Excellent
5

Overall, I think the program was:

Very Poor
1

Poor
2

Good
3

Very Good
4

Excellent
5

The program was enjoyable.

Strongly Disagree
1

Disagree
2

Neutral
3

Agree
4

Strongly Agree
5

The characters in the (role plays, videos, stories) seemed like people I might meet or know.

Strongly Disagree
1

Disagree
2

Neutral
3

Agree
4

Strongly Agree
5

The characters in the (role plays, videos, stories) were in situations which I could relate to.

Strongly Disagree
1

Disagree
2

Neutral
3

Agree
4

Strongly Agree
5

What did you like best about this program?

What did you like least about this program?

What was your favorite activity?

Reactions to Class/Program Length

The length of each class was:

Much too Short	Too Short	Just Right	Too Long	Much too Long
1	2	3	4	5

The length of the whole program was:

Much too Short	Too Short	Just Right	Too Long	Much too Long
1	2	3	4	5

Appropriateness of the Program for Other Students Their Age

Should this program be taught to other students your age?

Yes	No
1	2

Alternative answer choices:

Should this program be taught to other students your age?

Definitely No	Probably No	Not Sure	Probably Yes	Definitely Yes
1	2	3	4	5

Should a sex education program like this one be taught to other students your age?

Yes	No
1	2

Alternative answer choices:

Should a sex education program like this one be taught to other students your age?

Definitely No	Probably No	Not Sure	Probably Yes	Definitely Yes
1	2	3	4	5

Were the role plays realistic for people your age?

Yes	No
1	2

Alternative answer choices:

Were the role plays realistic for people your age?

Definitely No	Probably No	Don't Remember	Probably Yes	Definitely Yes
1	2	3	4	5

Program Impact on Learning Anything New/Important

Did you learn anything new from this program?

Yes, a lot	Yes, a little	No
1	2	3

Did you learn anything new from the lesson about condoms?

Yes, a lot	Yes, a little	No
1	2	3

I learned new information about HIV and other sexually transmitted infections in this program.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

What was the most important thing you learned from this program?

What will you do differently from participating in this program?

Program Impact on Understanding/Comfort/Communication re: Body Changes

Because of this program, do you have a better idea of what changes will happen to your body?

Yes, a lot better	Yes, a little better	No
1	2	3

Because of this program, do you feel more comfortable with how your body works?

Yes, a lot more comfortable	Yes, a little more comfortable	No
1	2	3

Because of this program, will you be able to talk with your parents or other adults more easily about your body and how it is changing?

Yes, it will be a lot easier	Yes, it will be a little easier	No, it won't be any easier
1	2	3

Program Impact on Expressing Sexual Limits/Resisting Pressure

Because of the lessons, are you more aware of situations that could lead to sex?

Yes	No	Not Sure/Don't Remember
1	2	3

Because of the lessons, are you more aware of situations that could make it hard to stick with your limit?

Yes	No	Not Sure/Don't Remember
1	2	3

Was it helpful to practice how to resist pressure in situations that could lead to sex?

Yes	No	Not Sure/Don't Remember
1	2	3

Was it helpful to practice how to tell someone where you draw the line?

Yes	No	Not Sure/Don't Remember
1	2	3

Was it helpful to practice how to tell your friends "no" when they're pressuring you?

Yes	No	Not Sure/Don't Remember
1	2	3

Did the lessons give you ideas on ways you could stick to your limit?

Yes	No	Not Sure/Don't Remember
1	2	3

Because of the lessons, is it easier for you to draw the line?

Yes	No	Not Sure/Don't Remember
1	2	3

Because of the lessons, did you learn that pressuring your friends may hurt your friendship?

Yes	No	Not Sure/Don't Remember
1	2	3

Because of the lessons, did you learn ways to show your friends you respect their lines?

Yes	No	Not Sure/Don't Remember
1	2	3

Suppose you decided you did not want to have sex until you were older. Did this program help you feel more comfortable telling someone you don't want to have sex?

Yes, a lot more comfortable	Yes, a little more comfortable	No
1	2	3

Suppose someone you liked wanted to have sexual intercourse with you but you did not want to. Because of this program, would you feel more comfortable telling that person you don't want to have sex?

Yes, a lot more comfortable	Yes, a little more comfortable	No
1	2	3

Because of this program, do you feel more comfortable telling a partner your limits on sexual activity?

Yes, a lot more comfortable	Yes, a little more comfortable	No
1	2	3

Because of this program, do you feel more comfortable telling someone you don't want to have sex?

Yes, a lot more comfortable	Yes, a little more comfortable	No
1	2	3

Program Coverage/Impact on Understanding, Comfort, Communication re: Condoms/Birth Control

The time we spent learning to use condoms was:

Much too Short	Too Short	Just Right	Too Long	Much too Long
1	2	3	4	5

The time we spent learning about different birth control methods was:

Much too Short	Too Short	Just Right	Too Long	Much too Long
1	2	3	4	5

Suppose you decided you did not want to have sex without using protection. Did this program help you feel more comfortable telling someone you wanted to use a condom and other protection if you were going to have sex?

Yes, a lot more comfortable	Yes, a little more comfortable	No
1	2	3

Because of this program, do you feel more comfortable talking with a boyfriend or girlfriend about condoms?

Yes, a lot more comfortable	Yes, a little more comfortable	No
1	2	3

The information I learned about methods of protection will make it easier for me to practice safer sex now or in the future.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

I feel like I have more choices about safer sex after participating in the program.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Program Impact on Communication with Child (Parents Only)

I now have more ideas on how to communicate effectively with my child than before I came today.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

As a result of today's workshop, I am more comfortable with the idea of talking about sexuality with my child.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

As a result of today's workshop, I am more confident that I could start a conversation about sex with my child.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

How comfortable were you talking with your child about sexuality-related issues before you came today?

Not at all comfortable	Not very comfortable	Neutral	A little comfortable	Very comfortable
1	2	3	4	5

How comfortable do you feel now about talking with your child about sexuality-related issues?

Not at all comfortable	Not very comfortable	Neutral	A little comfortable	Very comfortable
1	2	3	4	5

Program Exposure

How many of the program sessions did you attend?

1 session	2 sessions	3 sessions	4 sessions	5 sessions
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How many of the lessons did you take part in?

Suggestions for Improvement

Is there anything else you would have liked to learn?

If you could change one thing about the program, what would you change?

Likelihood Will Use Information Provided in Program

I will be able to use the information and skills I learned in the program.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**
 1 2 3 4

Do you think you will use any of the ideas you learned today in the next three months?

Yes **No** **Not Sure**
 1 2 3

Teacher Qualities

How important is it that the teachers for X program (INSERT PROGRAM NAME) have the following qualities?

Qualities	Not at all important	Not very important	Neutral	Kind of important	Very important
They listen well	1	2	3	4	5
They are open and honest	1	2	3	4	5
They are “real”	1	2	3	4	5
They care about my issues	1	2	3	4	5
They are trustworthy	1	2	3	4	5
They are the same race/ethnicity as me	1	2	3	4	5
They are the same gender (male or female) as me	1	2	3	4	5
They have been in the same situation as I have	1	2	3	4	5
They check in with me when I see them to see how I’m doing	1	2	3	4	5
They come from the same community or neighborhood that I do	1	2	3	4	5

Part B: Potential Teacher Satisfaction Items

The items in Part B could be used or modified for use on a survey for teachers in the classrooms in which your program is delivered.

Teacher Satisfaction

What did you think of the teaching?

Very Poor	Poor	Good	Very Good	Excellent
1	2	3	4	5

What did you think of the people who taught the program?

Very Poor	Poor	Good	Very Good	Excellent
1	2	3	4	5

How effective was the person who taught the program?

Very Poor	Poor	Good	Very Good	Excellent
1	2	3	4	5

Overall, I think the teacher was:

Very Poor	Poor	Good	Very Good	Excellent
1	2	3	4	5

The way the classes were taught made it easy for me to learn the information.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The educator who taught the lessons was well prepared.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The educator who taught the lessons was able to relate well to my students.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The content of the lessons was relevant for my students.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The teaching strategies were appropriate for my students.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The educator who taught the lessons was able to answer students' questions accurately.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

My students learned new information and/or skills.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

This is an important program to include at my school.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Overall, how would you rate the program for youth in alternative school settings?

Waste of time	Good, but not worth the time	Good and worth the time	Essential
1	2	3	4

How would you rate *students'* responses to the following parts of the program?

	Very Negative	Negative	Neutral	Positive	Very Positive	I don't know
a. Class Lessons	1	2	3	4	5	0
b. Guest Speaker	1	2	3	4	5	0

Part C: Potential Clinical Service Items

The items in Part C could be used or modified for use on a survey for clients in clinic settings.

Clinical Services

Knowledge of Clinic/Referral Type/Access

How did you hear about this clinic? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> From someone who works for the clinic | <input type="checkbox"/> Friends |
| <input type="checkbox"/> Heard a presentation | <input type="checkbox"/> Family |
| <input type="checkbox"/> Another program for teens | <input type="checkbox"/> Boyfriend/Girlfriend |
| <input type="checkbox"/> Advertisement, Specify: | <input type="checkbox"/> 1-800-Family Pact telephone number |
| <input type="checkbox"/> TV | <input type="checkbox"/> Telephone book/Yellow pages |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Flyer or brochure |
| <input type="checkbox"/> Billboard | <input type="checkbox"/> Health Fair |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Other, specify: _____ |
| <input type="checkbox"/> I saw clinic from street | |

Why did you choose to come to this clinic? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Free or low-cost services | <input type="checkbox"/> I was referred by another doctor or clinic |
| <input type="checkbox"/> Convenient hours | <input type="checkbox"/> I got the location from the Family PACT 1-800-telephone information number |
| <input type="checkbox"/> Convenient location (easy transportation, or near my house, work or school) | <input type="checkbox"/> They speak my language here |
| <input type="checkbox"/> A counselor/teacher suggested I come here | <input type="checkbox"/> Teens work here |
| <input type="checkbox"/> Only place that I know about | <input type="checkbox"/> Other, specify: _____ |
| <input type="checkbox"/> I was seen here for other care | |

Based on your experience, please rank what you consider to be the greatest barriers or challenges for teens coming to this clinic (Mark all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Lack of transportation/client distance from the clinic | <input type="checkbox"/> Anxiety about physical exam |
| <input type="checkbox"/> Inconvenient clinic hours and/or location | <input type="checkbox"/> Embarrassment |
| <input type="checkbox"/> Misinformation about services and fees | <input type="checkbox"/> Confidentiality concerns (fear parents/family/friends may find out they came) |
| <input type="checkbox"/> Long wait times (to schedule appointment or in waiting room) | <input type="checkbox"/> Other, specify: _____ |
| <input type="checkbox"/> Lack of knowledge about clinic | |

Type of Services Received

How often have you used this clinic before today?

- ☐ First time, new to clinic
- ☐ 1 other time
- ☐ More than 2 times

What type of services did you come for today? (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Pregnancy Testing | <input type="checkbox"/> Gynecological Problems |
| <input type="checkbox"/> STI/HIV Screening/Treatment | <input type="checkbox"/> Breast Exam/Testicular Exam |
| <input type="checkbox"/> Reproductive Health Education and Counseling | <input type="checkbox"/> Reproductive Health Exam, Including Pap Smear |
| <input type="checkbox"/> Birth Control Method Education and Counseling | <input type="checkbox"/> Emergency Contraception |
| <input type="checkbox"/> Birth Control Method Management | <input type="checkbox"/> Other, specify: _____ |

Did you get the Services you came for?

Yes	No
1	2

If no, please explain.

Were you given the information you needed today?

Yes	No
1	2

If yes, how was the information presented to you? (Mark all that apply)

____ Written ____ Verbal ____ Video ____ Other

Did you understand the information you received today

Yes	No
1	2

If no, what would have made it better?

Clinic Environment

How was the waiting room?

What was the room like where you received services (i.e. clean, comfortable, private, cold)?

What areas of the clinic do you think need improvement? *(For example the waiting room, the reception area, the laboratory, or any other area you visited)*

What do you like most about this clinic?

What do you think could be done to improve the services here?

How long did you have to wait to get services today?

- ☐ Less than 30 minutes
- ☐ More than 30 minutes
- ☐ More than 1 hour
- ☐ Other, specify: _____

Interactions with Clinic Staff

Were you given the opportunity to ask private, personal questions?

Yes
1

No
2

How comfortable did you feel talking with clinic staff?

**Not at all
comfortable**
1

**Not very
comfortable**
2

Neutral
3

**A little
comfortable**
4

**Very
comfortable**
5

How well did the clinic staff relate to you?

Not at all well
1

Not very well
2

Neutral
3

Somewhat well
4

Very well
5

How well did the clinic staff answer your questions?

Not at all well
1

Not very well
2

Neutral
3

Somewhat well
4

Very well
5

Overall, I think the clinic staff was:

Not at all helpful
1

Not very helpful
2

Neutral
3

A little helpful
4

Very helpful
5

The person I talked with really cared about me and my issues.

Strongly Disagree
1

Disagree
2

Neutral
3

Agree
4

Strongly Agree
5

I felt I could trust the person I talked with.

Strongly Disagree
1

Disagree
2

Neutral
3

Agree
4

Strongly Agree
5

The person I talked with really listened to me.

Strongly Disagree
1

Disagree
2

Neutral
3

Agree
4

Strongly Agree
5

The length of the one-on-one session was:

Much too Short
1

Too Short
2

Just Right
3

Too Long
4

Much too Long
5

Power Through Choices: Satisfaction Survey

For coding purposes, please give us the following information:

Today's date is: _____

Are you: ☐ Male? or ☐ Female?

Part I: Please choose the answer that best describes how you feel about the Power Through Choices program.

- | | |
|---|--|
| <p>1. The program was enjoyable.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> | <p>6. The information I learned about methods of protection will make it easier for me to practice safer sex now or in the future.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> |
| <p>2. I will be able to use the information and skills I learned in <i>Power Through Choices</i>.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> | <p>7. I feel like I have more choices about safer sex after participating in the program.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> |
| <p>3. The way the classes were taught made it easy for me to learn the information.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> | <p>8. I feel like I have more choices in life after participating in the program.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> |
| <p>4. The characters in the sessions seemed like people I might meet or know.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> | <p>9. I learned new information about HIV and other Sexually Transmitted Infections (STIs) in this program.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> |
| <p>5. The characters in the sessions were in situations which I could relate to.</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly agree</p> <p style="padding-left: 40px;"><input type="radio"/> I agree</p> <p style="padding-left: 40px;"><input type="radio"/> I disagree</p> <p style="padding-left: 40px;"><input type="radio"/> I strongly disagree</p> | |

10. The time we spent learning how to use condoms was:

- ☐ Much too short
- ☐ A little too short
- ☐ Just about right
- ☐ A little too long
- ☐ Much too long

11. The time we spent learning about different birth control methods was:

- ☐ Much too short
- ☐ A little too short
- ☐ Just about right
- ☐ A little too long
- ☐ Much too long

12. The length of each class was:

- ☐ Much too short
- ☐ A little too short
- ☐ Just about right
- ☐ A little too long
- ☐ Much too long

13. The length of the whole program was:

- ☐ Much too short
- ☐ A little too short
- ☐ Just about right
- ☐ A little too long
- ☐ Much too long

14. Overall, I think the teacher was:

- ☐ Excellent
- ☐ Very good
- ☐ OK
- ☐ Not very good
- ☐ Poor

15. Overall, I think the *Power Through Choices* program was:

- ☐ Excellent
- ☐ Very good
- ☐ OK
- ☐ Not very good
- ☐ Poor

16. What did you like **best** about the program?

17. What did you like **least** about the program?

18. Is there anything else you would have liked to learn?

19. Other comments about the Power Through Choices topics or activities?

Teacher Survey

We would like your feedback on (INSERT NAME OF YOUR PROGRAM) program that was taught in your class this year. Please answer each of the questions below and return it to (INSERT NAME OF PERSON TO COLLECT SURVEY). Please ***do not*** put your name on the survey. Thank you.

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	The educator who taught the lessons was well prepared.	1	2	3	4	5
2.	The educator who taught the lessons was able to relate well to my students.	1	2	3	4	5
3.	The content of the lessons was relevant for my students.	1	2	3	4	5
4.	The teaching strategies were appropriate for my students.	1	2	3	4	5
5.	The educator who taught the lessons was able to answer students' questions accurately.	1	2	3	4	5
6.	My students learned new information and/or skills.	1	2	3	4	5
7.	This is an important program to include at my school.	1	2	3	4	5
8.	How would you rate <i>students'</i> responses to the following parts of the program?					

	Very Negative	Negative	Neutral	Positive	Very Positive	I don't know
a. Class lessons	1	2	3	4	5	0
b. Guest speaker	1	2	3	4	5	0

9.	Overall, how would you rate the program for youth in alternative school settings?			
	Waste of time	Good, but not worth the time	Good and worth the time	Essential
	1	2	3	4

Please use the reverse side to share any comments you have about the program (e.g., strengths, suggested changes, how it fit with your classroom instruction, etc).

Template Instructions

Directions: Use the template on the next page to help create your survey. Here are the basic steps.

Step 1	Insert the name of your program and who is completing the survey. For example: Teen Survey; Teacher Satisfaction; Counselor Survey; Parent Survey.
Step 2	Insert demographic items (optional): gender, grade, race/ethnicity, etc.
Step 3	Determine what you want to assess about your program. Look through the collection of potential survey items (Appendix 4A) and choose the items for your survey. The survey length is up to you. Add appropriate response options and insert (strongly agree to strongly disagree; very well to not well at all; etc.). Refer to Appendix 4A for examples of response options.
Step 4	Add open-ended items (optional). Refer to Appendix 4A for ideas.
Step 5	Review final version of survey for spelling, numbering (be sure to check order of numbering starting from the top of survey), and formatting before final copying.
Step 6	If possible, pilot test your tool by asking a few participants to try it out before using it.

Formatting Tips:

- ❖ You can control the appearance of the gridlines on the table
 - Select/Highlight the table: on **Table** menu click **show gridlines** or **hide gridlines**.
- ❖ You can shade rows or every other row.
 - Highlight the row (s) you want to add shading to, for specific table cells, select the entire cell.
 - on the **Format** menu, click **shading/boarders**, then click the **shading** tab
 - Select the **shading** options you want.
- ❖ You can add clip art or borders to enhance the visual appeal of your survey.

Step 1: Insert survey heading (e.g., Name of Program).

Step 2: Insert demographic items that are of interest to you.

For Example:

1. Are you a boy or girl? ☐ Boy ☐ Girl

Step 3: Insert or type items from the collection of participant satisfaction items. Choose appropriate response options for scale and insert: We show a 5-point scale in the example below.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
x. Insert item here.	1	2	3	4	5
xx.	1	2	3	4	5

Step 4: Add open ended items (optional).

For example:

What did you like best about this program?

Participant Satisfaction Tool – SAMPLE Summary

[Agency Name] met the CPI Evaluation requirement by developing and implementing a “Participant Satisfaction Survey” for its Family Life Education Program. A health educator, youth development leader, and supervisor, put the survey together with guidance provided by our advisors from ETR and OFP.

Satisfaction surveys were collected from a total of 75 participants. Out of those 75, 38 were males and 37 were females. The age breakdown is 50 are 15 years old and older, 25 are 14 years or younger.

Overall, students responded positively to our Family Life Education Program, indicating that they enjoyed the variety of topics discussed, that they learned something from the class, and that they would recommend the class to their peers. Highlights of the survey results include the following:

- The vast majority of students rated the class and the teaching as “very good” or “excellent.”
- Almost all (97%) of the students reported that the class helped them (at least a little) to learn how to resist peer pressure.
- More than three fourths of the students reported that the class helped them feel at least a little more comfortable refusing sex (76%) and telling someone that they want to use protection if they were going to have sex (81%).
- Approximately nine of ten (89%) students agreed that this class should be taught to other students the same age.
- Almost all (95%) students would recommend this class to their friends.

For the most part, males and females responded similarly to the class, but female participants’ were slightly more enthusiastic in their responses.

When asked what they liked best and least about this class, students most often indicated that they enjoyed the variety of topics discussed and that they liked everything about the program. Similarly, when asked to provide suggestions for program improvement, over half (56%) of the students indicated that they would leave the class the way it is. When suggestions for improvement were made, the most common suggestions were to provide more up-to-date videos and guest speakers who can share their testimonials and life experiences.

When asked what they would do differently after participating in this class, just under half (46%) of the students suggested that they have adequate tools to say no to drugs, alcohol and peer pressure after taking the class.

Based on these results, [Agency Name] will consider modifying the Family Life Education program by providing even more opportunities for students to practice communication skills (e.g. refusing sex, requesting that protection be used if going to have sex) and by including more up-to-date videos and guest speakers. Overall, few program changes will be made at this time since students seem to be responding so well to the program as it is.